

Van Buren High School
Freshman Academy
Student Services Plan



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Student Services Plan

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A. RESPONSE TO ARKANSAS SCHOOL LAWS
ANNOTATED CODES 6-18-1001 THRU 6-18-1009

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I. Introduction

The development of this student services plan reflects input from parents, teachers, principal and other agencies. It is derived from a needs survey developed and administered by the counselor of Van Buren High School Freshman Academy (VBFA).

VBFA has developed and implemented a plan which ensures that individual student services are coordinated using different techniques to make maximum use of the contribution of each service. The plan reflects the use of alternative methods of classroom management, which include but are not limited to the following:

1. Behavior contracting
2. Dispute resolution
3. Classroom meetings
4. Logical consequences
5. Assertive discipline

Identified alternative student services personnel who do not meet traditional graduate requirements shall be limited to performing those services for which they are licensed, certified, or trained. This may include paraprofessionals, teachers, parents and representatives of business and industry.

A “student services program” is defined as a coordinated effort which shall include, but is not limited to:

II. Guidance services

- A. Individual and group counseling is available to all students on a referral basis.
The students may be referred by parents, teachers, principal, or may refer themselves.
- B. Orientation programs for new students and for transferring students
- C. At the secondary level, all the scheduling is done by the counselors and administration, based on student course requests.
- D. Consultation with parents, faculty and out-of-school agencies concerning student problems and needs are available as needed.
- E. Utilization of student records and files
 1. Standardized test scores are available for teachers to integrate with other factors in determining student grouping for optimum learning.
 2. Student records and files are used to alert teachers and other school personnel to medical conditions of students.
 3. Student records and files are used to inform teachers and other school personnel of legal guardianship and access to student mandates.
- F. Supervision of standardized testing and interpretation of results
 1. The counselor is the school test coordinator and as such supervises all

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standardized testing and Special Services testing.

- G. The follow-up of early school dropouts and graduates is tracked by the school counselors and administrators.
- Credit recovery is offered through Compass, Summer School, and before/after school programs.
 - If a student is too far behind for one of the available programs, they may be referred to the Van Buren Career Center based upon committee decision.
- H. A school initiated system of parent involvement
1. Parent Teacher Association (PTA) membership drives
 2. School Volunteer Program in which parents volunteer time to help at school as tutors or aides in some area that helps the school function and involves parents
 3. Parents and grandparents are encouraged to eat lunch here at school with their child.
 4. A Parent Involvement Coordinator has been assigned to facilitate parent involvement.
 5. Clubs allow parents to be involved in teaching their children the value of community service.
- I. An organizational system of informational resources on which to base educational and vocational decision making
1. Career awareness units are taught by the counselor and the classroom teachers.
 2. Visits are made by local community helpers such as the police, Fire department, dentist, local bank employees, etc.
 3. Educational co-op materials and Career Grant materials are available in the school counseling center.
 4. Utilization of materials available in our school library
 5. Students attend school wide college fair and college campus visits.
- J. Educational and job placement, including advising students on the availability of vocational and alternative programs that could provide successful high school completing opportunities for students at risk of dropping out of school is addressed in a preventative manner.
1. At-risk student identification
 2. Positive self concept programs and self-esteem guidance lessons
- III. Psychological services, which shall include but not be limited to the following:
- A. Evaluation of students with learning or adjustment problems
1. Observation of students in the classroom
 2. Behavior specialists are available from the educational cooperative
 3. Individual counseling with students and/or parents of students who are being referred for special services
 4. Western Arkansas Counseling and Guidance, Valley, Bost, and Day Springs provides in-school counseling programs with case management provided when necessary.
 5. A Therapeutic Day Treatment program is available for the district, involving a teacher, aide, counselor and social worker.
- B. Evaluation of students in exceptional-child education programs
1. Counselor conducts required observation for Special Education referral

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2. Testing is conducted by a psychological examiner employed by the Van Buren School District
 3. Gifted and Talented program coordinator tests and evaluates data for placement in program
 4. An ESL program is provided for identified students.
 - C. The counselor holds conferences with parents and school personnel regarding Psychological testing, placement options, and adjustments to the program.
 - D. A system for the early identification of learning potential and factors which affect the child's educational performance
 1. Special Education referral system
 2. Testing and evaluation for Gifted and Talented
 3. Special Education speech screening
 4. Testing for ELL
 5. School nurse conducts yearly vision and hearing screenings
 6. Student Intervention Team (SIT) for Response to Intervention (RTI)
 7. ASAP (After School Academic Program)
 8. The computer lab provides a network curriculum that offers an individualized program designed to increase mastery in all subject areas.
 - E. A system of liaison and referrals with resources are available outside the school. Counselors and Special Education personnel consult and make referrals to the following agencies:
 1. Comprehensive Juvenile Services
 2. Western Arkansas Counseling and Guidance
 3. Valley Health
 4. Bost CARES
 5. Day Springs Counseling Services
 6. Department of Human Services
 7. Police and Sheriff's Department – on staff resource officer
 8. Harbor House and other private helping agencies
 - F. The school district has written policies which follow federal, state and local guidelines which assure ethical procedures in psychological activities.
- IV. Visiting teacher and school social work services which shall include but not be limited to:
- A. Providing casework to assist in the prevention and remediation of problems of attendance, behavior adjustment, and learning
 1. Classroom teachers and counselors work with the Indirect Services Provider in conjunction with the Special Education Department.
 2. The Emotional/Behavioral Specialist from the Co-op provides screening and consultation on specific cases.
 3. Comprehensive Juvenile Services works with the school in filing Family In Need Of Services petitions for the purpose of dealing with absenteeism.
 - B. Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance

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1. Department of Human Services—Child and Family Services Division
2. Comprehensive Juvenile Services works with the school in filing petitions for Family In Needs Of Services.

V. Occupational and placement services, which shall include but are not limited to the dissemination of career education information, placement services, and follow-up studies and not appropriate at the elementary level.

VI. Group conflict resolution services

- A. Educational and social programs which help students develop skills which enable them to resolve conflicts between groups
 1. Small group counseling with conflict resolution
 2. Individual counseling
- B. Programs designed to promote understanding, positive communication, and a greater use of a race relations specialist or human relations specialist to assist in the development of inter-group skills
 1. The school counselor serves the school as a race relations specialist and works in the areas of human relations with the students in classroom guidance and with others as need arises.
 2. Character Education Program
 3. Clubs are provided to children to build leadership and community awareness

C. Anti-Bullying

Van Buren School District has an obligation to and is committed to providing a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free from the fear of emotional and physical intimidations and threats. Bullying is a destructive behavior that will erode the foundational principles on which a school is built. This school will not tolerate any behavior that is classified under the definition of bullying and will take steps needed to eliminate such behavior.

Believing that prevention is the strongest means available in eliminating bullying, this school will offer programs or educational material regarding the nature of bullying, it's consequences should a child choose to engage in this type of behavior, and the procedures for reporting an incident which involves bullying. The information will emphasize that this district will not tolerate bullying, and that school employees, volunteers, and students are encouraged to report any instances of bullying without fear of consequences. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behavior. Appropriate measures will be taken in dealing with such students.

It will be considered a violation of this policy for any student to inflict bullying behavior upon another student(s) as defined in this policy. After completing an investigation of the reported incident, a student who was found to have participated in bullying behavior will be subject to disciplinary action that is appropriate to the degree of seriousness of the bullying behavior.

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For the purposes of this policy, bullying is defined as any written or verbal expression or physical act or gesture, or a pattern thereof, that is intended to cause distress or fear upon one or more students. A student will be found violating this policy if their conduct has been found to have the effect of humiliation or embarrassment on a student, and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Bullying behavior will generally be established when an individual has endured a pattern of offensive behavior or when a single serious act is committed. What is or isn't bullying will depend on the surrounding circumstances.

Students who believe they have been victimized by a bully or parents who believe their child has been victimized by a bully, should file a complaint by contacting a school counselor, teacher, principal, or superintendent who will assist in getting help for the child and take the appropriate steps to ensure that such behavior is stopped. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students, parents, or teachers who file a complaint against a student who is guilty of being a bully, will not be subject to retaliation or reprisal in any form.

Students or adults, who knowingly fabricate allegations and falsely accuse a student of being a bully, will be subject to disciplinary action.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for the purposes of bullying, shall be subject to disciplinary action.

VII. The school nurse provides health services to the school

- A. A vision and hearing screening is conducted by the nurse.
- B. The nurse is on call to respond to any emergency situation.

VIII. School suicide/crisis team

- A. The distribution of suicide-prevention materials are developed and distributed by the Lieutenant Governor's Teen-age Suicide Prevention Task Force.
- B. Individual students may be referred to the counselor if a teacher or other school personnel feel that the child is experiencing suicidal ideology.
- C. The school has a suicide safety plan.

IX. Counselor Service Time

School counselors shall spend at least seventy-five percent (75%) of work time

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providing direct counseling related to students. They shall devote no more than twenty five percent (25%) of work time to administrative activities, provided that such activities relate to the provision of guidance services.

X. Terrorism Planning

We used to think of schools as safe havens. Then we began to worry about strangers or estranged family members who might come to schools to look for children. Next we began to worry about violence from students in our schools, especially after the 1999 Columbine High School shootings in Colorado. School districts throughout the nation responded with heightened safety procedures -- procedures that were put into use during the September 11, 2001 terrorist attacks on Americans. Then came the terrorist attack against a school in Beslan, Russia in September 2004.

VBFA has a current crisis planning policy to address terrorism:

1. Staff Expectations

Teachers and support staff are trained on updated procedures and practice lock-down drills

Adult supervision is provided inside and outside the school before, after, and during school.

2. Facilities Management

Measures to take include: Clearly defining the perimeter with fences, gates, signage, etc.

Using security technology for monitoring purposes, including in parking areas and areas around the school. The SRO can view security cameras installed in and around campus to help monitor the grounds. The SRO can view the cameras at anytime.

XI. Development of Institution-Specific Pandemic Influenza Preparedness & Response

The development of this document is based on the following assumptions:

- A. In the event of an influenza pandemic the State will have minimal resources available for on-site local assistance, and therefore local authorities and institutions will be responsible for community-specific pandemic response plans, including the modification of this document so that it is institution-specific.
- B. Local communities may have emergency preparedness plans and/or pandemic influenza plans in place. Local community leaders and institutions will communicate so that each is aware of the others' plans.
- C. The federal government has limited resources allocated for State and local plan implementation, and therefore the State will provide supplementary resources in the event of a pandemic, which may include the redirection of personnel and monetary resources from other programs.
- D. The federal government has assumed the responsibility for developing materials and guidelines, including basic communication materials for the general public on influenza, influenza vaccine, antiviral agents, and other relevant topics in various languages; information

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and guidelines for health care providers; and training modules. Until these materials are developed, the State has the responsibility to develop such materials for its citizens.

- E. The supply of antiviral medications used for prevention and treatment of influenza will be limited.

World Health Organization (WHO) Phases

The pandemic phases described in this document are those that have been established by the World Health Organization. The most recent publication of the phases is summarized in Table 1 below. The State’s response to a pandemic will be guided by the WHO phase declaration (see *State of New Hampshire Influenza Pandemic Public Health Preparedness and Response Plan* [currently in draft form and available at <http://www.dhhs.state.nh.us/DHHS/CDCS/flu-provider.htm>]). This response will include specific considerations during each phase of the pandemic regarding surveillance, vaccine delivery, administration of antivirals, and communications. In addition, there must be actions taken on the local level in each phase, particularly with respect to community-based containment measures. This plan for educational institutions provides recommendations for activities in response to WHO phases and also notes the corresponding alert matrix system being used in the hospital-developed Epidemic Respiratory Infection (ERI) plan (see Table 2 and process below for further explanation of the ERI plan). It should be noted that at the time of writing this document (January 2006), we are in WHO Phase.

Table 1. WHO Pandemic Phases

WHO PANDEMIC PHASES
<p><i>Interpandemic period</i></p> <p>Phase 1. No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk^a of human infection or disease is considered to be low.</p>
<p>Phase 2. No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk^a of human disease.</p>
<p><i>Pandemic alert period</i></p> <p>Phase 3. Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</p>
<p>Phase 4. Small cluster(s) with limited human- to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.^b</p>
<p>Phase 5. Larger cluster(s) but human-to- human spread still localized, suggesting the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).^b</p>
<p><i>Pandemic period</i></p> <p>Phase 6. Pandemic phase: increased and sustained transmission in general population.^b</p>

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**XII. ADE RECOMMENDATIONS FOR DOCUMENTING THE THREE SCHOOL
COUNSELING DOMAINS BY INDICATING SPECIFIC ACTIVITIES**

Establish Academic Goals - Section 2. 6-18-1005 (a) (1) (C)

Domain: ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Goal: A1. Improve Academic Self-concept

Indicators: Articulate feelings of competence and confidence as learners; display a positive interest in learning; take pride in work and achievement; accept mistakes as essential to the learning process; and identify attitudes and behaviors that lead to successful learning.

Goal: A2. Acquire Skills for Improving Learning

Indicators: Apply time-management and task-management skills; demonstrate how effort and persistence positively affect learning; use communications skills to know when and how to ask for help when needed; apply knowledge and learning styles to positively influence school performance.

Goal: A3. Achieve School Success

Indicators: Take responsibility for their actions; demonstrate the ability to work independently, as well as the ability to work cooperatively with other students; develop a broad range of interests and abilities; demonstrate dependability, productivity and initiative; share knowledge.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Goal: B1. Improve Learning

Indicators: Demonstrate the motivation to achieve individual potential; learn and apply critical-thinking skills; apply the study skills necessary for academic success at each level; seek information and support from faculty, staff, family and peers; organize and apply academic information from a variety of sources; use knowledge of learning styles to positively influence school performance; become a self-directed and independent learner.

Goal: B2. Plan to Achieve Goals

Indicators: Establish challenging academic goals in elementary, middle/junior high and high school; use assessment results in educational planning; develop and implement annual plan of study to maximize academic ability and achievement; apply knowledge of aptitudes and interests to goal setting; use problem-solving and decision-making skills to assess progress toward educational goals; understand the relationship between classroom performance and success in school; identify post-secondary options consistent with interests, achievement, aptitude and abilities.

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Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Goal: C1. Relate School to Life Experiences

Indicators: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life; seek co-curricular and community experiences to enhance the school experience; understand the relationship between learning and work; demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals; understand that school success is the preparation to make the transition from student to community member; understand how school success and academic achievement enhance future career and vocational opportunities.

Domain: CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Goal: A1. Develop Career Awareness

Indicators: Develop skills to locate, evaluate and interpret career information; learn about the variety of traditional and nontraditional occupations; develop an awareness of personal abilities, skills, interests and motivations; learn how to interact and work cooperatively in teams; learn to make decisions; learn how to set goals; understand the importance of planning; pursue and develop competency in areas of interest; develop hobbies and vocational interests; balance between work and leisure time.

Goal: A2. Develop Employment Readiness

Indicators: Acquire employability skills such as working on a team, problem-solving and organizational skills; apply job readiness skills to seek employment opportunities; demonstrate knowledge about the changing workplace; learn about the rights and responsibilities of employers and employees; learn to respect individual uniqueness in the workplace; learn how to write a resume; develop a positive attitude toward work and learning; understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace; utilize time and task management skills.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Goal: B1. Acquire Career Information

Indicators: Apply decision-making skills to career planning, course selection and career transition; identify personal skills, interests and abilities and relate them to current career choice; demonstrate knowledge of the career-planning process; know the various ways in which occupations can be classified; use research and information resources to obtain career information; learn to use the Internet to access career-planning information; describe traditional and nontraditional career choices and how they relate to career choice; understand how changing economic and societal needs; influence employment trends and future training.

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Goal: B2. Identify Career Goals

Indicators: Demonstrate awareness of the education and training needed to achieve career goals; assess and modify their educational plan to support career; use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience; select course work that is related to career interests; maintain a career-planning portfolio.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Goal: C1. Acquire Knowledge to Achieve Career Goals

Indicators: Understand the relationship between educational achievement and career success; explain how work can help to achieve personal success and satisfaction; identify personal preferences and interests influencing career choice and success; understand that the changing workplace requires lifelong learning and acquiring new skills; describe the effect of work on lifestyle; understand the importance of equity and access in career choice; understand that work is an important and satisfying means of personal expression.

Goal: C2. Apply Skills to Achieve Career Goals

Indicators: Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals; learn how to use conflict management skills with peers and adults; learn to work cooperatively with others as a team member; apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

Domain: PERSONAL/SOCIAL

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Goal: A1. Acquire Self-knowledge

Indicators: Develop positive attitudes toward self as a unique and worthy person; identify values, attitudes and beliefs; learn the goal-setting process; understand change is a part of growth; identify and express feelings; distinguish between appropriate and inappropriate behavior; recognize personal boundaries, rights and privacy needs; understand the need for self-control and how to practice it; demonstrate cooperative behavior in groups; identify personal strengths and assets; identify and discuss changing personal and social roles; identify and recognize changing family roles.

Goal: A2. Acquire Interpersonal Skills

Indicators: Recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect and appreciate individual differences; recognize, accept and appreciate ethnic and cultural diversity; recognize and respect differences in various family

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configurations; use effective communications skills; know that communication involves speaking, listening and nonverbal behavior; learn how to make and keep friends.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Goal: B1. Self-knowledge Application

Indicators: Use a decision-making and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; develop effective coping skills for dealing with problems; demonstrate when, where and how to seek help for solving problems and making decisions; know how to apply conflict resolution skills; demonstrate a respect and appreciation for individual and cultural differences; know when peer pressure is influencing a decision; identify long and short-term goals; identify alternative ways of achieving goals; use persistence and perseverance in acquiring knowledge and skills; develop an action plan to set and achieve realistic goals.

Standard C: Students will understand safety and survival skills.

Goal: C1. Acquire Personal Safety Skills

Indicators: Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact); learn about the relationship between rules, laws, safety and the protection of rights of the individual; learn about the differences between appropriate and inappropriate physical contact; demonstrate the ability to set boundaries, rights and personal privacy; differentiate between situations requiring peer support and situations requiring adult professional help; identify resource people in the school and community, and know how to seek their help; apply effective problem-solving and decision-making skills to make safe and healthy choices; learn about the emotional and physical dangers of substance use and abuse; learn how to cope with peer pressure; learn techniques for managing stress and conflict; learn coping skills for managing life events.

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XIII. Suspected Abuse Form

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Suspected Child Abuse and Referral Report:

Child's Name: _____ SSN: _____

Age: _____ DOB: _____ Sex: _____ Grade: _____

Name of Parent or Guardian: _____

Address: _____

Telephone: _____

Type of Abuse: (please check)

Burns _____

Neglect _____

Bruises _____

Sexual Abuse _____

Fractures _____

Abandonment _____

Knots or swelling _____

Malnutrition _____

Lacerations _____

Drug Abuse _____

Description of Abuse: _____

Statement of time, place, and conditions prompting report: _____

Child's account of injury or situation: _____

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XIV. Counseling Referral

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Student's Name: _____ Date: _____

Grade: _____

Teacher: _____

Reason for Referral: _____
